

Editorial

In this issue of NET, we are delighted to present a rich assortment of theoretical and practical insights from language researchers and practitioners working in a range of local settings and conditions. The six articles in this issue represent diverse research paradigms and theoretical orientations, and they employ a variety of methodologies and modes of inquiry. Drawing on the communicative theoretical concept, the first article is on the Analysis of Speaking Activities in two local Thai English Textbooks. Jutharat Jitpranee discusses the design of the speaking activities in the textbooks, both of which contain their own uniqueness and features in terms of purposes, participants, and channels of communication. The next article by Kunrada Chiranorawanit, and Passapong Sripicharn is a revelation about how the character taps into the language usage by incorporating corpus-based study of characterization of mother in children's and young adult literature. This not only causes wonder about the literature but also helps those who are non-native speakers relate language forms to their meanings.

Interestingly, in this issue we also have the study from the learners' point of view contributed by Punam Mohandas and Adisorn Vinitwatanakhun which yielded common theoretical underpinnings that teacher identity is a complex construct. Besides, employing a narrative inquiry, M. Faruq Ubaidillah, Mutmainnah Mustofa, Khusnul Khotimah, Febti Ismiatun, Kaspul Anwar, and Henny Rahmawati, the authors of the next article documented one male preservice teacher's accounts of his past learning experiences and how he shaped the teacher identity in his future teacher profession. In the last study, a genre-based approach to improve Thai learners' writing has been thoroughly discussed by Napak-on Sritrakarn with its pros and cons. Meanwhile in every issue, we also include reviews of recently published books. According to Sureepong Phothongsunan, 'Advanced Grammar in Use' by Martin Hewings can serve as a useful resource for the upper-level learners of English opting have to sharpen their grammatical competency.

The Journal's aims and scope are based on the premise that ELT research should have practical outcomes and that there seems to be a gap between academia and the ELT practitioner. We always try to incorporate an article which is more of an 'overview' and that might on occasions be contentious but we believe it is important to give 'voice' to such views. On a final note, with the various perspectives and theoretical considerations presented, we hope that our readers will find this issue of NET pedagogically useful for their academic and professional pursuits.

Rusma Kalra

Editor